

**California Department of Education
Education Technology Office**

**SETS (Statewide Education Technology Services) FAQ
Fiscal Year 1999-2000**

These Frequently Asked Questions (FAQ) are prepared to assist applicants in preparing the Statewide Education Technology Services (SETS) Request for Application (RFA). The FAQ and other resources are posted at <http://www.cde.ca.gov/sets/>, a site that is updated as further questions are posed and answered.

All new FAQ additions after the initial posting of August 11, 1999 will be dated.

The FAQ is organized in five (5) sections:

1. FAQ for the Main RFA
2. FAQ for Professional Development and Resources for Technology Support Staff
3. FAQ for Professional Development and Resources for District and Site Administrators
4. FAQ for Learning Resources
5. FAQ for Arranging Discount Pricing and Coordinating Purchasing of State Licenses

The addenda are:

- A. Glossary of terms
- B. List of common resources

Notes:

1. Because some of these services are being developed for the first time, in some cases the answers will be directional rather than definitive, to allow for the different approaches taken by applicants in their proposals to deliver these services.

2. There are three places in the RFA where the applicant is given questions and descriptions of the deliverables that are specific to each service. On Pages 12-14, there are brief, focused questions for each service. On Pages 23-33, there are guide statements for the application readers, based on the questions. In the Attachments, 1-4, there are expanded descriptions of deliverables. Applications will be rated on how well the applicant addresses all the questions and descriptions from all three places in the RFA.

1. FAQ for the Main RFA (not service-specific)

1.1 Contract

Is this a grant or a contract?

Answer: This is a contract because of the statewide nature of these services. There are different certification and payment requirements for a contract, and they are included in

the RFA. The Local Education Agency (LEA) selected to provide service will enter into a State of California contract.

1.2 CDE and the State Board of Education

What are the roles of the California Department of Education (CDE) and the State Board of Education (SBE) in this process?

Answer: In this legislation and in this RFA process, the SBE is the authorizing entity, and the CDE is the administration entity. At the SBE's October 6-8, 1999 meeting, the CDE will bring forward the results of the RFA process, which should include recommendations to fund those lead agencies selected to provide these SETS. After the October SBE meeting, contracts will be created for each approved lead agency, and those contracts must be approved by the Department of General Services (estimated to occur early in November 1999). CDE will be responsible for monitoring the contracts and the work of each contractor.

1.3 Funding beyond June 30, 2000

What is the funding commitment beyond June 30, 2000?

Answer: This legislation sunsets January 1, 2004 and the CDE is asking for project planning through June 30, 2002. However, each fiscal year there is a separate appropriations process, and there is never 100% certitude that all or any of the funding will be appropriated each year. Of course, it is the CDE's hope and expectation that funding will be appropriated each year.

1.4 Changes in the services

Will these four (4) SETS continue intact for the life of the legislation?

Answer: These four (4) SETS were rated as the most important for funding in 1999. Other important services were listed but currently rated as less vital. The intent is to maintain these four (4) SETS for the duration of their value. The CDE reserves the right to recommend to the SBE the cancellation of any award, or a decrease in funding, with a 30-day written notice to the service provider. Further, the CDE shall recommend to the SBE those SETS to be renewed, discontinued, or added at any time during the life of this legislation.

1.5 Formation of a consortium

If a consortium is formed, what is its relationship with the CDE?

Answer: Only one eligible LEA will apply on behalf of the consortium. It is the responsibility of the applying LEA to secure, as it deems necessary, memoranda of understanding, contracts, or other agreements among consortium members. The CDE will

have only one consortium contact: the applying LEA. It is the responsibility of the applying LEA to manage all aspects of the service(s) delivered.

1.6 Private sector consortium member(s)

Should a consortium member from the private sector also be a subcontractor?

Answer: No. If the private sector member is both a consortium member and a subcontractor to the consortium (and, hence, to the applying LEA), it may cause conflicts of interest. Subcontractors are usually engaged to perform specified work in behalf of an authorized body, such as the consortium or LEA. Involvement with the private sector is encouraged.

1.7 Meaning of “statewide”

How is one entity to serve the entire state?

Answer: The key is *access* to service. County offices of education and school districts (the primary clients) must be able to access each service, and the access method(s) must not penalize the clients because of their physical location in the state. If there are fees associated with certain services (e.g., those involving travel, site visitations or training), it is not unreasonable to design fee structures that account for location and other variables. With Internet-based services, the goal is to design systems that account for clients’ widely varying degrees of connectivity. Use of existing local, regional, and statewide projects and organizations is encouraged if those methods provide parity of access. However, applicants are equally encouraged to also use alternative methods if it makes the service more accessible to clients. A component of the CDE’s review and evaluation system will be to assess the range of clients across the state who are aware of and/or use a particular service.

1.8 Scoring the application

Specifically, which section of the RFA constitutes the “application” that is competitively scored?

Answer The six scored components (a-f) start on page 11 (III, C, 3, a-f).

1.9 Service-specific scoring

Specifically, which section(s) of the RFA are service-specific?

Answer: The main questions for each service start on Page 12 (III, C, 3, b). Also, the Attachments 1-4 provide further service-specific criteria that the applicant must address. Do not overlook Attachments 1-4.

1.10 Required meetings

Who attends CDE-planned meetings and when are they scheduled?

Answer: The attendance at up to eight (8) days of meetings in Sacramento for the project director is required each year. Since we do not yet know the lead agencies or other pertinent calendar information about FY 1999-2000, the meetings will be scheduled after the lead agencies have been approved. Since the first "year" is actually eight (8) months, it is likely that there may be less than eight (8) such meetings before June 30, 2000. An attempt will be made to schedule some of these meetings to coincide with other education technology meetings or events so as to minimize duplication of travel and allow for coordination among various service providers and others.

1.11 The Disabled Veteran Business Enterprises (DBVE)

What does DBVE entail?

Answer: The Disabled Veteran Business Enterprises (DBVE) requirements apply when State funds administered through a contract flow to the private sector. The goal is to give preference to businesses operated by disabled veterans. Attachment A is the start of the section of information an agency must use to make a good faith effort at both determining if such businesses exist in the trades with which it will contract and attempting to reach a goal of 3% participation by such enterprises. A phone number is listed to identify such enterprises: (916) 322-3050.

1.12 Ownership of equipment

Who owns the equipment purchased with these funds?

Answer: The equipment belongs to the CDE for the life of the contract, but it may revert to the lead agency, depending on its residual value at the end of the contract. It is anticipated that computer components will be of little or no residual value if the contract extends three (3) years. The CDE determines the value of the equipment and its ultimate disposition.

1.13 Fiscal self-sufficiency

What does "make progress toward becoming fiscally self-sufficient" mean?

Answer: Ultimately, it would be desirable to have one or more of these SETS able to operate with little or no state funding. In cases where there would be no appearance of conflict of interest, some SETS may charge fees for service; others may engage partners; still others may become subcontractors providing specialized services to gain revenue. In those SETS mainly arranging training or providing resources, there is a greater expectation (expressed as a target date of June 30, 2001) that fees will be used for this purpose and/or that partners may provide resources and services to reduce the dependency on funding from this legislation.

1.14 Readers' scoring

Since some of these SETS are new or involve new combinations of similar existing services, how can readers adequately evaluate an applicant's projections?

Answer: The readers will be skilled in education technology and project management. However, it is the applicant's responsibility to keep the reader in mind when describing future services and innovative approaches. Seventy-five (75) of the 100 possible points are in delivery (40), management/staffing/advisory (20), and planning/coordination (15). The intent is to encourage applicants to take fresh approaches that have credible odds of succeeding.

1.15 Definition of "years" (posted 8-18-99)

What are the "years" for this contract?

Answer: For budgeting, Year 1 is 11-1-99 through 6-30-2000. Year 2 is 7-1-2000 through 6-30-2001. Year 3 is 7-1-2001 through 6-30-2002. For planning the deliverables, there is a 20-month window, 11-1-99 through 6-30-2001, during which the contractor will be initially evaluated on measurable progress toward providing all the deliverables.

1.16 Partners: known vs. proposed (posted 8-18-99)

How do we account for new partnerships made after the contract is let?

Answer: Readers will rate the applications based on known or stated partnerships. The applicant should describe the process for identifying and including new partners as the service matures.

1.17 Caps or restrictions on expenditures (posted 8-18-99)

Where do applicants find the caps or restrictions on expenditures?

Answer: The RFA lists the known caps and restrictions on travel, and they are found in Attachment 7. (This attachment is not part of the RFA accessed on the SETS web site; applicants must request it. It was available at the August 13 optional meeting.)

1.18 No applicant for a service (posted 8-18-99)

What if there are no applicants for a service?

Answer: The CDE may initiate another round of competition or take other measures as are appropriate.

1.19 Only one applicant for a service (posted 8-18-99)

What if there is only one applicant for a service?

Answer: The CDE has several options, based on the rating of the application given by the readers and other factors stated in the RFA. If the application fails to meet minimums, there is no requirement to fund that service. The CDE may enter another round of competition or take other measures as are appropriate. If the application meets minimums but is too weak to merit funding as submitted, the CDE may afford the applicant the opportunity to make amendments, under CDE direction, to remedy the weaknesses.

1.20 Letter of Intent (posted 8-18-99)

Will only those filing a Letter of Intent receive further RFA information?

Answer: No. Those filing Letters of Intent may be sent pertinent information in advance of its being posted on the SETS web site, but in order to maintain a fair and open information flow, it is the CDE's intent that all communications of relevance to the applicants will be posted on the SETS web site.

1.21 15-page limit -- budget narrative, too (posted 8-18-99)

Is the 15-page cap with or without the budget narrative?

Answer: The Service Work Plan may not exceed 15 pages, but the budget narrative (with its 4-page cap) is in addition to the 15 pages. From the RFA (starting on Page 11), the 15 pages will cover items C, 3, a,b,c, and f. Item C, 3, d (Budget Narrative) is separate, as is Item C, 3, e (Budget Forms).

1.22 "All" electronic resources (posted 8-18-99)

Does an applicant have to use only electronic learning resources that are aligned (RFA, Page 12, 3, a, 5)?

Answer: There may be some electronic learning resources or tools or reference items that are outside the category requiring alignment with the state curriculum standards. Examples of these may be encyclopedias, productivity tools, reference collections, and other similar items. The term "all" is used in this section in specific reference to those curricular content items (generally instructional courses of study or supplementary resources) being showcased as having been reviewed and approved. (See Learning Resources FAQ.)

1.23 Electronic RFA copy (posted 8-18-99)

Must an applicant send in the RFA on CDE-compatible disks also?

Answer: No. There is no requirement for such submission, although it is encouraged.

1.24 Project evaluation (posted 8-18-99)

Will the CDE contract with an outside evaluator for the SETS?

Answer: There have been no discussions in this direction. The CDE administers the SETS and plans to be the lead evaluator.

1.25 Project reporting (posted 8-18-99)

Will the CDE provide more detailed information about the reporting requirements before the RFA is due?

Answer: The exact nature and content of the required reports will not be known until after the lead agencies are selected because some elements of the reports will be service-specific and/or specific to the contractor's system. However, it is a safe premise that other elements of these required reports will consist of predictable inquiries (e.g., budgets, staffing, measurable progress against deliverables, records of advisory/collaborative procedures, identified impediments, efforts toward self-sufficiency for those targeted services). As soon as the specific reporting requirements are determined, the contractor will be apprised of them.

1.26 Project continuance/termination (posted 8-18-99)

What does the CDE's 30-day right to terminate mean?

Answer: This is the minimum amount of advance notice required to be given to the contractor in the event the CDE (on behalf of the SBE) determines that a contract must be terminated. Generally, this is an emergency or "last resort" measure (such as an unpredictable fiscal crisis, gross mismanagement, abandonment, etc.). In the normal course of the CDE's working with the contractor and evaluating the contractor, there will be many opportunities to identify problem areas and act accordingly well in advance of the 30-day notification. The intent is to maintain each service for the life of its value.

1.27 Staff replacements (posted 8-18-99)

What is the difference between "director" and "lead" (RFA, Page 20, F)?

Answer: There is no difference with regard to the obligation to notify the CDE for prior approval. In some agencies, the lead (topmost service administrator) may be of some other title than director.

1.28 Standard format for resumes, prospectuses (posted 8-18-99)

Is there a standard format for resumes or prospectuses?

Answer: No.

1.29 Role of Learning Resources (posted 8-18-99)

Does the contractor for the Learning Resources service physically house the other SETS' Internet presence?

Answer: No. Each service will have its own web presence. The Learning Resources service must show links to the other SETS. It is permissible for one service to subcontract with or partner with another service to provide Internet access and/or serving hardware.

1.30 Building on existing vs. starting from scratch (posted 8-18-99)

Is there any advantage in building on existing services compared with starting fresh without reliance on what exists now?

Answer: No. The readers will be instructed that there is no advantage to be given to any approach an applicant may choose. There are scoring components described in the RFA on each Performance Evaluation Sheet related to "Planning and coordination" and "Project management, staffing, and advisory" that may be relevant to this question.

1.31 Core curricular areas (posted 8-18-99)

Is there any expectation or prohibition related to maintaining some services which address core curricular areas besides language arts and mathematics?

Answer: There is no expressed expectation or prohibition, as long as language arts and mathematics are clearly put in the forefront in terms of resources and timelines. The RFA does note that other curricular areas will be addressed (either later or as appropriate), so it is permissible to design a service system that keeps in place some future capacity beyond the language arts and mathematics subject matter.

1.32 Phase-in new SETS, maintenance of existing services (posted 8-18-99)

Is there a phase-in period?

Answer: The existing services through CTAP (Clearinghouse, SCORE sites, Buying and Licensing) are to be maintained through January 1, 2000. Between November 1, 1999 and January 1, 2000 there will be a transition period. The operational nature of the transition period is unknown until the lead agencies are selected to deliver the SETS. The intent is to allow for an orderly, collaborative transition.

1.33 Assessment tools (posted 8-18-99)

Is the CDE recommending any assessment tools?

Answer: No.

1.34 DVBE update ! (posted 8-18-99)

When do applicants begin the DVBE (Disabled Veteran Business Enterprise) process?

Answer: A newer interpretation reveals that applicants **do not have to incorporate any of the DVBE processes**. Applicants may use their normal bidding processes. Applicants may disregard the DVBE forms in the RFA.

1.35 Bidding exemption (posted 8-18-99)

Is there a bidding provision that exempts an LEA from bidding if the cost of conducting the bidding exceeds any possible financial savings from going out to bid?

Answer: We have been unable to find any code or provision of this type.

1.36 Monthly contract payments (posted 8-18-99)

Must the LEA bill monthly (in order to receive CDE payments under the contract)?

Answer: No. That is the normal billing and reimbursement cycle, but LEAs may elect to submit less often (e.g., quarterly) if they choose.

1.37 June 30, final expenses, carryover, etc. (posted 8-18-99)

What happens at the end of a fiscal year regarding final expenditures and/or carryover?

Answer: The intent is to issue a contract for the period November 1, 1999 through June 30, 2001, with appropriate provisions consistent with the RFA regarding contract termination or continuance. If the LEA completes the work under the contract amount, the LEA is not entitled to the remainder. If the LEA does not complete the work, funds for that work may not be released. A contract may be amended as work progresses, depending on necessity and circumstances. The June 30 fiscal year ending date does not have the same significance within a contract that extends across two fiscal years.

1.38 Across two fiscal years (posted 8-18-99)

Can the LEA contract beyond the end of a fiscal year (i.e., June 30, 2000)?

Answer: The June 30 fiscal year ending date does not have the same significance within a contract that extends across two fiscal years. LEAs may enter into contracts which extend across fiscal years, so long as those contracts are within the CDE-to-LEA contract window, conform to the LEA's fiscal accounting standards, and contain appropriate provisions consistent with the RFA regarding contract termination or continuance.

1.39 Ownership of (donated) items (posted 8-18-99)

If a partner donates goods and/or services to the LEA, who owns those goods and/or services?

Answer: The CDE must approve arrangements of this type in advance of the LEA's issuing a contract or entering into a final, binding agreement. The LEA may enter into this type arrangement on a tentative basis, pending being selected as the lead agency, for purposes of the RFA, with the requirement that CDE approval is secured. It is advisable that LEA agreements of this type be written in such a manner that if the applicant is selected as lead agency, then the CDE must approve the agreement before it is valid. The intent is to encourage partnerships in which the ownership and/or rights of use are clearly understood by all parties prior to the issuance of binding agreements.

1.40 Letters of support, other RFA addenda (posted 8-18-99)

What becomes of any additional items submitted with the RFA?

Answer: Additional items submitted with the RFA will not be seen by the readers nor will they have any material bearing on the final ratings and recommendations. While there is no penalty for submitting these additions, there is no value either. The recommendation is that they not be submitted.

1.41 Reimbursement, justifiable exceptions

Will there be justifiable exceptions to the state rates for travel reimbursement (Attachment 7)?

Answer: The contract monitor (CDE, Education Technology Office) may allow justifiable exceptions in some cases, not in others. For example, the 24 hour requirement to justify a lunch expense will not be altered. Regarding hotel reimbursement rates, the contract monitor may pre-approve necessary costs exceeding the CDE's stated limit (\$79.00) up to the convention limit (\$110.00), based on evidence submitted by the contractor on a case-by-case basis.

1.42 Reimbursement rates, subcontractors

Do the state rates for travel reimbursement (Attachment 7) apply to subcontractors the LEA may use?

Answer: No. Subcontracting is based on "reasonableness of cost." Using the state rates for travel reimbursement may establish a benchmark to determine reasonableness, but that is ultimately determined by the LEA awarding the contract. Of importance, though, is the fact that if a subcontractor is selected outside a bidding process, the LEA needs to be able to describe the method used in making the selection, to encourage open competition among other eligible subcontractors.

2. FAQ for Professional Development and Resources for Technology Support Staff

2.1 Scoring

In Step II (Page 23), there is a "Performance Evaluation Sheet" for each service, and under "B" there are several main questions requiring answers -- will the readers compare only these questions to the application?

Answer: No, these main questions are focal points to assist the readers and the applicants as they approach the application. The detailed requirements are in the Attachments 1-4, for each service. It is imperative that the applicants use the appropriate Attachment(s) for detailed clarification of what is expected from the focal questions.

2.2 Matrix of skills (Pages 12, 23, and Attachment 1)

What should the "matrix of skills" cover?

Answer: The matrix of skills should be a logical, sequential chart or list of operational skills needed by various personnel who support educational technology infrastructures common to education. The range should be from the employee who is given an hour a day to serve as a school's "do everything" troubleshooter to the division director who must evaluate emerging technologies for large-scale implementation. The goal is to identify and organize the skill sets necessary to build the capacity of existing personnel and provide a pathway for new personnel entering in support roles. The matrix will be the rubric against which various professional development opportunities are measured.

2.3 Filling gaps

How does the applicant fill identified gaps?

Answer: After comparing a wide range of existing professional development opportunities against the matrix of skills, gaps will be noted. Filling the gaps will require the lead agency to produce or arrange for the production of new professional development opportunities specifically filling those gaps without duplicating that which exists. The goal is to match the matrix with professional development opportunities, so clients can choose a pathway from this statewide comprehensive training system, resulting in personnel acquiring the necessary skills.

Note: A challenging aspect of this process will be in determining the extent to which a professional development opportunity truly provides the matrix-specific skills.

2.4 Support tools and resources

How will the support tools and resources be used?

Answer: The goal is to have a set of tools and resources which school leaders (both technologists and those in non-technical leadership roles) can use as benchmarks. Sample uses would be in building design and retrofitting/upgrading, bidding for goods and services, budgeting for technology growth and sustainability, inservicing staffs on the design and use of the technologies in their workplace, and applying for federal and state technology grants, discounts, and contracts. This set of tools and resources will establish a California standard appropriate for educational technology, and that standard must be reevaluated and revised regularly.

2.5 Templates (Attachment 1, Page 6)

Why 12 templates?

Answer: The goal is to have versions tailored to some of the more common district and school sizes and locales, thereby reinforcing the concept that "one size does not fit all." These 12 cover the most common client organization configurations and will increase credibility as clients see the match between their needs and this service.

3. Professional Development and Resources for District and Site Administrators

3.1 Scoring

In Step II (Page 23), there is a "Performance Evaluation Sheet" for each service, and under "B" there are several main questions requiring answers -- will the readers compare only these questions to the application?

Answer: No, these main questions are focal points to assist the readers and the applicants as they approach the application. The detailed requirements are in the Attachments 1-4, for each service. It is imperative that the applicants use the appropriate Attachment(s) for detailed clarification of what is expected from the focal questions.

3.2 Collaboration

How deep and inclusive must these collaborations be?

Answer: The goal is to employ processes whereby the key providers of professional development opportunities for administrators are engaged in meaningful ways (such as in the roles of partners, advisors, co-designers, or subcontractors), especially in the critical steps of determining best practices and identifying gaps. This is a particularly prominent requirement in this service because of the specialized needs of district and school administrators to be considered when designing effective professional development opportunities for them and because there is not a deep reservoir of proven professional development opportunities for school administrators in the area of educational technology leadership.

3.3 Filling gaps

How does the applicant fill identified gaps?

Answer: After comparing existing professional development opportunities against the identified list of necessary skills (RFA, Page 12, 2, e), gaps will be noted. Filling the gaps will require the lead agency to produce or arrange for the production of new professional development opportunities specifically filling those gaps without duplicating that which exists. The goal is to match the identified list of necessary skills with professional development opportunities, so clients can choose a pathway from this statewide comprehensive training system, resulting in personnel acquiring the necessary skills.

Note: A challenging aspect of this process will be in determining the extent to which a professional development opportunity truly provides necessary skills.

3.4 Building the participants' capacity

What are the participants expected to be able to do (exit outcomes) as a result of engaging in these professional development opportunities?

Answer: The goal is to equip district and school administrators with the set of skills needed to manage and lead others through important education technology projects. Examples: the site co-administrator who must select the best digital course of study and buy equipment to operate it; the superintendent who needs to reorganize his/her district leadership team to include education technology; the CBO who needs to help prepare to put a technology bond on a local ballot; the budget manager who needs to assemble a three-year plan for education technology growth and sustainability; the HR director who must negotiate contract language related to acceptable technology use and access; and the principal whose technology-challenged school receives funding for educational technology.

4. Learning Resources

4.1 Scoring

In Step II (Page 23), there is a "Performance Evaluation Sheet" for each service, and under "B" there are several main questions requiring answers -- will the readers compare only these questions to the application?

Answer: No, these main questions are focal points to assist the readers and the applicants as they approach the application. The detailed requirements are in the Attachments 1-4, for each service. It is imperative that the applicants use the appropriate Attachment(s) for detailed clarification of what is expected from the focal questions.

4.2 Clearinghouse, SCORE

Isn't the Learning Resources RFA just the existing Clearinghouse and SCORE sites?

Answer: No. These two functions (evaluating supplemental materials, aka clearinghouse, and evaluating online resources, aka SCORE sites) continue on in some form in this RFA, but it is not "business as usual." One immediate difference is the single LEA management of these functions, to ensure cohesive reporting and accountability. Another immediate difference is the much closer tie to the state content standards in all items evaluated or featured. This is specifically aimed at limiting those featured units, lessons, or instructional plans to only those approved as being directly linked to California's content standards in ways that make them useful to the classroom teacher. For the first funding period (through June 30, 2001), the focus will be on language arts and mathematics, plus other core subject matter areas as resources permit.

4.3 What the client sees/gets

What is the client to see/get when using the new evaluation site(s) or system?

Answer: The goal is to provide the main client, identified as the teacher, with a "package" of coordinated information in the same location: (1) the evaluation of the items, resources, or activities, and (2) access to units, lessons, or instructional plans that are directly tied to the items, resources, or activities. The client should find a cohesive collection of content-approved resources that can be accessed or acquired from a single (virtual) location or source.

An operational example: A teacher's search on grade five mathematics (Number Sense, 1.0, 1.1, estimating, rounding, and manipulating, K-12 Mathematics Standards for California Public Schools, ©1999) yields a total of 10 approved resources: three software titles, two videos, four online sites, and one online fee-based service. Each of those 10 approved resources must also have or be linked to approved units, lessons, or instructional plans for in class use. That is the desired "package."

Note: The service provider may show or identify general interest resources and/or links to other resources that fall outside the evaluation or approval process. However, the service provider must clearly separate and identify the two categories (evaluated resources and non-evaluated resources or links) so that the client will know, in each case, the category.

4.4 Evaluated resources without units, lessons, or instructional plans

If these approved units, lessons, or instructional plans do not exist for a resource, then what?

Answer: Given that the number of approved or featured resources will drop during the transition to these new standards, evaluated resources without the units, lessons, or instructional plans would not be featured until the accompanying units, lessons, or instructional plans are located or developed. It will be the service provider's responsibility to identify and, if necessary produce the missing units, lessons, or instructional plans in order to feature a resource. The service provider may outsource this responsibility or make it a condition of submitters. An existing source for these units, lessons, or instructional plans may be contained in already-identified online resource collections (i.e., SCORE sites).

4.5 Units, lessons, or instructional plans without an evaluated resource

What about approved units, lessons, or instructional plans that do not tie to an evaluated resource?

Answer: Some approved units, lessons, or instructional plans do not have to link to an evaluated resource. Examples: a unit, lesson, or instructional plan built around Internet satellite weather photos for a locale; a self-contained unit, lesson, or instructional plan built without dependence on any other resource; a unit, lesson, or instructional plan built around using a connectivity tool (e.g., email). If a unit, lesson, or instructional plan mentions or ties to a resource, then that resource must be evaluated.

5. Arranging Discount Pricing and Coordinating Purchasing of State Licenses

5.1 Scoring

In Step II (Page 23), there is a "Performance Evaluation Sheet" for each service, and under "B" there are several main questions requiring answers -- will the readers compare only these questions to the application?

Answer: No, these main questions are focal points to assist the readers and the applicants as they approach the application. The detailed requirements are in the Attachments 1-4, for each service. It is imperative that the applicants use the appropriate Attachment(s) for detailed clarification of what is expected from the focal questions.

5.2 Linking with the Learning Resources service

How does this service rely on the Learning Resources service?

Answer: The goal is to prioritize efforts around acquiring those "content-specific high quality electronic resources" already evaluated and identified as being most in alignment with State Board approved criteria. The Learning Resources service should be the primary source to identify those resources. It is anticipated that only those resources meeting the new requirements (new under this RFA) will be featured through the Learning Resources service, and it is anticipated that the number of featured items may drop compared to what is currently featured. For those acquired items, efforts and expenditures are to focus on those with the most comprehensive rights for multiple uses.

Note: It is possible that these two SETS may collaborate (co-design, share) in the development of the "front end" client access methods so as to produce a seamless "package" of connected resources.

5.3 Linking with the Learning Resources service

If the Learning Resource function is not operational at the time that this service needs to deliver, what constitutes "another evaluation service" that may be approved?

Answer: Any variant evaluation service that the provider of this service may create, use, or suggest must be approved in advance by the CDE. The goal is to use an evaluation service based upon criteria that includes evaluation of alignment with the State Board-adopted content standards, compliance with *Standards for Evaluation of Instructional Material with Respect to Social Content* (legal compliance), and technical quality (i.e., ease of access and use). Depending on the status of the Learning Resources service and other variables, the CDE may take an active role in assisting the LEA of this service in locating or designing such a service on an interim or longer basis.

5.4 "Piggybacking"

What is the deliverable for "piggyback" buying?

Answer: The deliverable is the development of a statewide system for publicizing upcoming technology purchases by LEAs so that other LEAs may join in that purchase to their benefit. There is no such system currently in place statewide, although some regional and organizational (CASBO) efforts have gone forward. The deliverable for this RFA is to become a "matchmaker." In practice, larger LEAs often negotiate purchase agreements that allow other (often smaller) LEAs to "buy off" their agreement (or purchase order). The service provider must work with CMAS and existing regional or organizational piggybacking arrangements so as to augment rather than jeopardize. The focus will remain on education technology purchasing, starting with those electronic resources for which this service is responsible.

5.5 Every "piggybacking" event

Is this service to publicize every buying opportunity?

Answer: No. It may not be possible to identify and publicize every purchasing opportunity statewide regarding the items for which this service is responsible. The LEA for this service will be evaluated on the extent to which it locates and publicizes those purchasing opportunities covering the items for which this service is responsible. One goal is the expansion of districts' and schools' range of choices, statewide, in acquiring the items at the lowest prices available. Another goal is the building of new purchasing partnerships.

SETS (Statewide Education Technology Services) FAQ

Glossary of terms not defined in the RFA

Adapted from materials developed to support the California Digital High School program.

benchmarks: annual statements regarding checkpoints along the way that will be used to determine if progress is being made toward the objectives.

California Technology Assistance Project (CTAP): lead agencies receiving funding to meet locally defined technology-based needs in: staff development, learning resources, hardware, telecommunications infrastructure, technical assistance in developing a support system for technology, coordination of various programs, and funding.

computer literacy: the ability to use a variety of computer programs in appropriate ways to learn, handle information, communicate electronically, and solve problems.

courseware: instructional software designed to teach a subject or subjects. Typically, courseware takes advantage of multiple media, such as graphics, photographic images, sound, video, and animation.

curriculum master plan: the guiding document at a school or district level that identifies curriculum objectives and/or standards. For some high schools this may be in the school's Western Association for Schools and Colleges (WASC) accreditation plan, School Improvement Plan (SIP), or Program Quality Review (PQR).

E-Rate subsidy: discounted rates for telecommunications offered to kindergarten through grade 12 elementary and secondary schools, as well as to public libraries, by through the federal Schools and Libraries Division (SLD). Discounts will vary from 20 percent to 90 percent for a wide array of services and technologies, including, for example, basic telephone service, a T-1 line, wireless telecommunications services, and specified network infrastructures.

electronic publishing software: software applications that enable the user to produce products such as newsletters, flyers, reports, and other desktop published documents, either in print or electronically.

goals: broad statements of what is to be achieved.

information literacy: the ability to access, evaluate, and use information from a variety of sources.

objectives: specific, measurable statements of what is to be accomplished.

piggybacking: the process whereby one LEA purchases through another LEA's purchasing agreement as a method to reduce the per item cost by expanding buying leverage.

technology literacy: the ability to use a variety of multimedia, including computers, in an appropriate manner that helps students learn, handle information, communicate electronically, and solve problems.

SETS (Statewide Education Technology Services) FAQ

List of common resources

This listing is not an endorsement by the California Department of Education, rather a partial list of resources.



California Association of School Business Officials (CASBO)

Contact: Ted Witt, Executive Director, (916) 447-3783, info@casbo.org

1531 I Street, Suite 310

Sacramento, CA 95814

<http://www.casbo.org/welcome1.htm>

Services: CASBO (pronounced CAZ-bow) is the acronym for the California Association of School Business Officials, a 71-year-old organization formed to provide professional development and training to administrators working in schools and community colleges. The profession of school business covers a wide range of disciplines including accounting, budgeting, child nutrition, finance, facilities, human resources, maintenance and operations, management information services, purchasing and warehousing, risk management and transportation. The association has more than 4,000 members and is a non-profit corporation. It is governed by a 22-member Board of Directors. Its primary emphasis is on information and training. It holds more than 60 workshops each year serving more than 6,200 people, sponsors an annual conference, publishes books and periodicals and contributes its expertise on school issues in the legislative process.



California County Superintendents Educational Services Association (CCSESA)

Contact: Glen Thomas, Executive Director, glenthomas@ulink.net

925 L Street Suite 1400

Sacramento, CA 95814

(916) 446-3095

fax (916) 448-4808

<http://www.ccsesa.org/>

Services: County superintendents of schools are organized into a membership association to identify and promote quality educational practices, provide support to school districts for business services, curriculum and instruction support, personnel administration and pupil instruction in special education, juvenile court and community schools, migrant education, and other specialized direct educational programs. In providing leadership in public education, CCSESA works closely with the other education association members (both labor and management organizations) of the Education Coalition, and with state legislators, the governor and state executives. Because almost all county superintendents are elected to office, they provide a vital link between educators, parents and children and the broader local community.



California Educational Data Processing Association (CEDPA)

Contact: Terrell Tucker, President, tt@pbvUSD.k12.ca.us

Director, Data Processing

Panama-Buena Vista Union School District

4200 Ashe Road, Bakersfield, CA 93313

(805) 831-8331 x144 FAX: (805) 398-2141

<http://www.cedpa-k12.org/index.html>

Services: CEDPA is an association of Educational Data Processing Professionals (technologists) within the State of California. Founded in 1960, the major emphasis of the association's activities are directed towards improving Administrative Information Processing in public education within the State of California and to prepare its membership to better meet and support the technological needs of the Instructional Program. CEDPA is a California non-profit corporation, as recognized by the Internal Revenue Service.



California Instructional Technology Clearinghouse

(These functions will be included as part of the Learning Resources SETS)

Contact: Bridget Foster, Director, BFoster@scoe.stan-co.k12.ca.us

California Instructional Technology Clearinghouse

Stanislaus County Office of Education

801 County Three Court

Modesto, CA 95355

209-525-4979

<http://clearinghouse.k12.ca.us>

Services: The Clearinghouse assists California educators in identifying high-quality technology resources. The Clearinghouse has screened and evaluated computers, VCRs, and laser disc players for use in California. The Clearinghouse's Web site contains a continuously updated database of program descriptions for these instructional technology resources. Their searchable, online database now includes annotations and curricular applications for more than 2,000 recommended programs. The Clearinghouse and County Offices of Education (COEs) have established 17 Software Resource Centers (SRCs) to assist teachers in their search for high quality software that matches their curricular needs and teaching style. Each center is a collection of Clearinghouse-recommended software for teachers to preview and evaluate. For a list of currently available programs, click the "Preview copy available at Software Resource Centers" box on the Clearinghouse's search page.



California Multiple Award Schedule (CMAS)

Contact: Tracy Neuner, Customer Account Manager K-12, tneuner@dgs.ca.gov

Department of General Services (State of California)

California Multiple Award Schedule

1500 Fifth Street, Suite 116

Sacramento, CA 95814

Tel.: 916-445-3581

Fax: 916-322-2055

<http://www.pd.dgs.ca.gov/>

Services: The California Multiple Award Schedule (CMAS) Program enables California State agencies and local governments, under delegation from the Department of General Services, to streamline purchases by removing repetitive, resource intensive, costly and time consuming bid processes. CMAS contracts are established for information technology products and services, and non-information technology products (not services) like copiers and facsimile machines which have been competitively assessed, negotiated, or bid (product, service and cost compared). The contracts are structured to comply with most California procurement codes, guidelines, and policies, and provide for the highest level of contractual protection. California educators simply shop for best value, place orders directly with suppliers, and proceed with their business. CMAS has over 1,500 contracts currently available and staff is working with several educational

associations, county offices of education, and school districts to award contracts to “suppliers of choice” for education customers.



California School Leadership Academy (CSLA)

Contact: Karen Kearney, Executive Director

CSLA - 313 W. Winton Ave., Suite 373

Hayward, CA 94544

Phone (510) 670-4563

FAX (510) 670-4516

<http://www.csla.org/>

Services: CSLA is a state-funded project recognized statewide and nationally for expertise in the development, delivery, and impact of quality professional development for administrators and teacher leaders. CSLA's mission is to help practicing administrators and teachers in leadership positions strengthen their instructional leadership skills and focus their actions on the issues and strategies critical to increasing the achievement of all students in California.



California School Library Association (CSLA)

Contact:

1499 Old Bayshore Highway, Suite 142

Burlingame, CA 94010

Telephone: 650-692-2350

<http://www.schoollibrary.org>

Services: CSLA is an association of school library media teachers, classroom teachers, specialists in curriculum, media, and educational technology, and others who share a common commitment to teaching all California students using the rich resources of school libraries. Through its activities, the association seeks to prepare students to be life-long independent learners equipped to compete and succeed as students, as workers, and as members of a dynamic multi-cultural society.



CompuMentor, Inc.

Contact:

89 Stillman Street

San Francisco, CA 94107

415-512-7784 or 800-659-3579

Fax: 415-512-9629

realperson@compumentor.org

<http://www.compumentor.org>

Services: In operation since 1987, CompuMentor is a San Francisco-based national nonprofit organization. Its goal is to help schools and nonprofits use technology appropriately and effectively in support of their missions. Compumentor has two programs for schools and nonprofits: CompuMentor's Mentor Matching Program specializes in recruiting technically skilled volunteer mentors and matching them to projects with schools and nonprofits that need their specific talents. Compumaster will work with you to sort out your computer needs and find a mentor with just the right skills for your project. CompuMentor's Software Program makes software available to schools and nonprofits for nominal fees. Contact CompuMentor for more information on either of these programs.



Computer and Communications Industry Association

Contact:

666 Eleventh Street N.W. Suite 600

Washington, D.C. 20001

202/783-0070 (voice), 202/783-0534 (fax)

ccia@aol.com

<http://www.ccianet.org/>

Services: CCIA is an international, nonprofit association of computer and communications firms as represented by their most senior executives. Small, medium and large in size, CCIA's members include equipment manufacturers, software developers, telecommunications and on-line service providers, re-sellers, systems integrators, third-party vendors and other related business ventures.



Computer-Using Educators, Inc. (CUE)

Contact: Bob Walczak, Executive Director, rwalcza@telis.org

Computer-Using Educators, Inc.

1210 Marina Village Parkway

Alameda, CA 94501

Telephone: 510-814-6630

<http://www.cue.org>

Services: Computer-Using Educators, Inc., through its regional affiliates, is the largest nonprofit professional organization of K-12 teachers focused exclusively on the use of technology in classrooms. Through CUE conferences, newsletters, and regional affiliate programs, provides information on technology planning in schools, places to visit to view exemplary programs, business-school partnerships, telecommunications strategies, hardware and software evaluation, and curriculum integration.



Information Technology Association of America (ITAA)

Contact: Harris Miller, President, ITAA, hmill@itaa.org

Western Region Office

One Market Street, Suite 2700

San Francisco, CA 94105

(415) 267-4055

(415) 267-4198 (fax)

<http://www.itaa.org/index.htm>

Services: ITAA today is the only trade association representing the broad spectrum of the world-leading U.S. IT industry. ITAA encompasses over 11,000 direct and affiliate members, from America's largest corporations to the entrepreneurs building the blockbuster IT companies of the future. The ITAA web site provides information about the IT industry, its issues, association programs, publications, meetings, seminars and more.



Learning Resource Display Centers (LRDCs)

Contact: Susan Martimo Choi, Chair

Learning Resource Display Center Directors

Santa Clara County Office of Education

(408) 453-6670

<http://www.cde.ca.gov/cilbranch/eltdiv/lrdc.htm>

Services: Learning Resources Display Centers are housed at 24 sites throughout California. LRDCs have all the State Adopted Instructional Materials K-8 and some sites have instructional materials for grades 9-12 available for review. Educators and community members will also find other materials pertaining to K-12: California Department of Education publications, research studies on curricular areas, teacher-evaluated software resources, selection and evaluation policies and procedures, legal compliance requirements, and legislation dealing with Instructional Materials Funding (IMF).



Milken Exchange on Education Technology

Contact:

1250 Fourth Street, Fourth Floor
Santa Monica, CA 90401-1353
310.998.2825 (voice)
310.998.2899 (fax)

ecoughlin@mff.org

<http://www.milkenexchange.org/>

Services: The Milken Exchange was formed in 1997 as part of the Milken Family Foundation's commitment to promoting responsible uses of education technology in schools. The Exchange is made up of a small staff with several ongoing initiatives aimed at helping states develop and implement educationally sound technology programs. The goal of the Milken Exchange is to help schools reach their own goals while continually assessing the impact of the technology upon their most important product, the students.



Professional Development Consortia (PDC)

Contact: Bruce Hagen, CDE Liaison, bhagen@cde.ca.gov
California Department of Education, Professional Development Unit
P.O. Box 944272
Sacramento, CA 94244-2720
916-657-2984 (voice)

<http://www.cpdcc.k12.ca.us/>

Services: The mission of the California Professional Development Consortia is to ensure that districts and schools have high quality professional development programs. The Consortia advocate the use of Subject Matter Projects and other quality providers to assist schools and districts in their efforts to improve curriculum and instruction. The consortia support the professionalization of teaching and the development of educational leaders and are committed to the establishment of educational environments where all students learn.



Software & Information Industry Association (SIIA)

Contact: Sue Kamp, Director of Education Market Section, ext. 354
1730 M St. NW, Suite 700
Washington, DC 20036-4510
(202) 452-1600 fax (202) 223-8756

ga@siia.net

<http://www.siia.net/>

Services: The Software & Information Industry Association is the principal trade association for the software and digital content industry. SIIA provides global services in government relations,

business development, corporate education and intellectual property protection to the leading companies that are setting the pace for the digital age.



TECHCorps

Contact: John Cradler, Director, cradler@earthlink.net

Educational Support Systems

406 Glendale

San Mateo, CA 94402

Tel.: 650-344-7046

Fax: 650-344-3604

<http://www.techcorps.org>

Services: The California TECHCorps organization will facilitate school-business partnerships; provide information about alternative education technology funding sources (state and federal); and help organize business participation in technology integration planning seminars.



The Detwiler Foundation Computers for Schools Program

Contact: Ted Uhler, School Services, tedu@detwiler.org

470 Nautilus Street, Suite 400

La Jolla, CA 92037

800/939-6000 (voice), 858/456-9918 (fax)

info@detwiler.org

<http://www.detwiler.org>

Services: Detwiler Foundation Computers for Schools Program is the largest source of donated computers and printers for K-12 schools in California. More than 44,000 computers have been refurbished at prisons and vocational facilities and donated to schools and nonprofit organizations.



Additional Online Resources

Schools of California Online Resources for Education (SCORE)

<http://www.score.k12.ca.us/>

(These functions will be included as part of the Learning Resources SETS)

English Language Arts

<http://www.sdcoe.k12.ca.us/score/cla.html>

History/Social Science

<http://www.rims.k12.ca.us/SCORE/>

Mathematics

<http://www.kings.k12.ca.us/math/>

Science

<http://intergate.humboldt.k12.ca.us/score/>

California State Board of Education, State Board Adopted Content Standards

<http://www.cde.ca.gov/board/board.html#standards>

California Academic Content Standards

Description: This resource currently includes content standards for math and language arts, science, and history-social science adopted by the California State Board of Education.

<http://www.cde.ca.gov/board/board.html#standards>

Instructional Materials

(Adopted by the California State Board of Education)

<http://www.cde.ca.gov/cilbranch/eltdiv/pricelists/pricelists.htm>

Curriculum Development and Supplemental Materials Commission

(An advisory body to the California State Board of Education)

<http://www.cde.ca.gov/cilbranch/eltdiv/cdsmc.htm>

Schools and Libraries Division (FCC's E-rate)

(E-rate technology plan requirements)

<http://www.sl.universalservice.org/Reference/techplans.asp>

National Center for Technology Planning

(Project at Mississippi State to collect and disseminate technology plans, ftp/pdf downloads)

<http://www.nctp.com>

Technology Coordinator Resources

(Current compendium of links useful to education technology coordinators)

<http://minot.com/~nansen/links/tech.html>

Smart Valley Smart Schools, Technical Guidebook for Schools, 1995

<http://www.svi.org/netday/info/guidebook>

K-12 Network Planning Guide, California Department of Education, 1994

<http://www.cde.ca.gov/ftpbranch/retdiv/k12/ntpg/>

Donated Computers in K-12 Education: A Handbook of Recommended Considerations

Description: A publication of the Education Council for Technology in Learning (ECTL), which provides recommendations to consider in accepting and using used computers in schools.

http://www.cde.ca.gov/ftpbranch/retdiv/ed_tech/ectl/

Developing Educational Standards for Schools

Description: This resource offers help in language to address educational standards, some of which relate to technology standards in academic content areas.

<http://putwest.boces.org/standards.html>